

## North Wootton Academy Pupil Premium Strategy statement 2019-20

1. Summary information					
<b>School</b>	North Wootton Academy				
<b>Academic Year</b>	2020	<b>Total PP budget</b>	£39,480	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	321	<b>Number of pupils eligible for PP</b>	35 inc. 4 forces chl'n	<b>Date for next internal review of this strategy</b>	Feb 2020

2. Current attainment		
	<i>Pupils Overall in School</i>	<i>Pupils eligible for PP in school</i>
<b>% achieving GLD</b>	71%	50%
<b>% KS1 Reading, Writing, Mathematics Combined</b>	74%	50% Broadly National
<b>% KS1 Reading</b>	76%	50%
<b>% KS1 Writing</b>	74%	50%
<b>% KS1 Mathematics</b>	81%	50%
<b>% KS2 Reading, Writing, Mathematics Combined</b>	73%	71% (20% above national)
<b>% KS2 Reading</b>	84%	86%
<b>% KS2 Writing</b>	82%	86%

<b>% KS2 Mathematics</b>	91%	86%
<b>KS2 Reading progress</b>	3.4	0.94 approx
<b>KS2 Writing progress</b>	1.2	-0.24 approx
<b>KS2 Mathematics progress</b>	3.3	0.75 approx

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | Oral language skills in Reception and general vocabulary knowledge through the school are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary. |
| <b>B.</b> | Pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress.   |
| <b>C.</b> | Low aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected.  |
| <b>D.</b> | A number of PP pupils have additional needs that impact their overall learning such SEND, EAL, Medical and Social and Emotional   |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| <b>E.</b> | Attendance rates for pupil premium eligible pupils were roughly in line with whole school rates, however, for some pupils in this cohort these were significantly lower |
| <b>F.</b> | Low educational aspirations: King's Lynn is an area with low levels of adults with higher levels of education   |
| <b>G.</b> | Poor home learning environments affecting confidence of children.   |
| <b>H.</b> | Access to reading books at home.  |

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral and reading language skills throughout the school for pupils eligible for PP, particularly for those with EAL as an additional factor within the lower school.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Pupils in Years 1-6 meet age related expectations or better in reading. To be measured by TA and Pixl tests and successful moderation practices. Pupils seen to be using knowledge organisers at school and home. Evidence of key vocabulary retention across all subjects.
<b>B.</b>	A greater achievement and progress in early Literacy skills with pupils eligible for PP with this being sustained through the school	Pupils eligible for PP in Reception achieve age related expectations or better in reading, writing and attain an age-appropriate knowledge of the phonics curriculum (spelling). Pupils achieve age related expectations or better in writing and GPS in each year group. To be measured by TA and Pixl tests and successful moderation practices.
<b>C.</b>	Improve mathematical understanding and attainment for all pupils eligible for PP.	Pupils eligible for PP in Reception achieve age related expectations or better in maths. Pupils achieve age related expectations or better in maths in each year group. To be measured by TA and Pixl tests and successful moderation practices.
<b>D.</b>	Higher rates of greater depth attainment within all year groups for all eligible PP children, with a focus on writing as this is a weaker area of attainment within the school.	Pupils eligible for PP identified as high achievers earlier in school continue to achieve greater depth as do 'other' pupils identified as high ability in maths, reading and writing with writing as a focus area. The percentage of PP pupils achieving greater depth at the end of KS1 and KS2 to increase. To be measured by teacher assessments, Year 2 and Year 6 tests and successful moderation practices established across the multi-academy trust (MAT).
<b>E.</b>	Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school	The percentage of pupils eligible for PP participating in each of the extra-curricular clubs and pupil committees will be monitored and SMT to take active steps to increase participation within all to ensure that these percentages are above the 11% of PP in the school.

## 5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved language skills throughout all year groups.</p> <p>Improved VOCABULARY FOCUS in all lessons in line with the new curriculum.</p>	<p>Staff training on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks.</p> <p>Knowledge Organisers used at school and home. New vocabulary for all subjects introduced at the start of a new topic area, repeatedly revised and retested at the end.</p> <p>Salford Reading Age Test to be introduced beginning and end of year.</p> <p>TalkBoost / EAL lessons for children presenting with lower middle language skills – strategies to be implemented in circle time class sessions.</p> <p>Mrs Wordsmith for KS1 and Descriptosaurus for KS2 resources used within</p>	<p>Our evidence for this is that, as documented in the EEF Teaching and Learning Toolkit, early years interventions aim to ensure that young children have educational experiences which prepare them for social and academic success.</p> <p>New curriculum builds on vocabulary as a starting point across all subjects. Evidence suggests knowledge builds and needs to be 'sticky' - Knowledge Retrieval. We are training our children to move from 'novice' learners with bits of vocabulary to 'expert' learners making connections.</p> <p>It is proven that disadvantaged children benefit from high quality EYFS early language programmes (as supported by evidence in the EEF Toolkit). Research shows that young children develop deeper social and emotional intelligence with the right vocabulary. Children will develop skills across five key competencies: self-awareness, resilience, creativity, communication and community.</p> <p>Children's overall vocabulary increased on average by 50% with Mrs Wordsmith (National Literacy Trust)</p>	<p>High-quality provision with well-trained staff is essential. There are a number of new TA's in EYFS who will be trained by EB/JG.</p> <p>All staff to be trained that vocab is root of our new curriculum and will be developed to maximise progression by knowledge retention and making connections in learning. For children assessed by 1<sup>st</sup> half term by Salford test A. Those identified to low to have interventions to be in place and read to adult daily. For children assessed too low for TalkBoost intervention/support in class will take place eg small group sessions, guided reading, 1-1 book discussions linked to our EAL provision</p> <p>Teacher formative assessment to be used in reading sessions also results of summative tests. Writing will be assessed against</p>	<p>EB</p> <p>MT</p> <p>Class teachers</p> <p>MT/TAs</p> <p>HLTAs/TAs</p> <p>MT</p>	<p>Feb 2020</p> <p>Salford Test cost per test £140</p> <p>Internal TA training sessions £500</p> <p>HLTA/TA support £2,000</p> <p>Mrs Wordsmith £200</p>

	<p>quality first teaching to specifically develop a greater range of vocabulary within children's writing.</p> <p>Use of high quality/ high interest reading books bought last year to supplement and improve our existing range. Greater proportion of non-fiction used to widen pupils knowledge of the world and vocabulary.</p> <p>Home reading requirements across school reflect reading as a key priority.</p> <p>Use of Razkids online reading accounts for 70 students to further engage reading and support pupils with language in the household. Year 1 and all PP children.</p> <p>Providing more formal opportunities for speaking and listening within the school.</p>	<p>It has been shown that children who have a broader vocabulary range become better readers and writers. High quality reading texts are crucial to a child's vocabulary acquisition and development of reading. These books have been chosen to enthuse children using exciting modern stories.</p> <p>Class teachers to ensure all pupils are reading as required as per school policy</p> <p>Children increase their enjoyment of reading through exposure to non-fiction. This broadens their pleasure for reading and widens their interests. 'There is an interesting book for every child.'</p> <p>The EEF highlight that arts participation can have some impact for a relatively low cost; it was felt the drama opportunities provide a way in which to possible engage parents and children within a non-sporting activity; this would also support the wider development of the pupil language.</p>	<p>writing criteria and writing exemplification materials.</p> <p>Children's reading will be tracked as will scores in tests and book comprehensions. Rigorous weekly checking of PP child reading records by class teacher (termly by MT) to ensure PP are reading in line with their peers. Progressions within reading tracking should exceed non-PP pupils and attainment within Pixl testing to stay within 5% of national.</p> <p>Online reading will be tracked through the Razkids structure for all Reception, Year 1 and all PP children.</p> <p>Participating in School's Skakespeare festival</p>	<p>MT</p> <p>MT</p> <p>MT/EB</p> <p>JG/KW</p>	<p>Training of TA staff £300</p> <p>Management release £2500</p> <p>Razkids £75 for PP accounts</p> <p>£250</p>
<b>Total budgeted cost</b>					£5965

<p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.</p> <p>Improved progress for across key stage 2 for core subjects</p> <p>Ensure attitudes for learning are monitored and addressed by SMT</p>	<p>Quality first teaching – all staff aware of and held to account for PP pupils. PP children will have an IEP.</p> <p>Staff training on high quality feedback.</p> <p>Release of core subject / PP leaders to monitor teaching and progress of PP pupils.</p> <p>Reading Club for PP in which pupils can choose books and develop their own love of reading</p> <p>Termly pupil voice survey to track the attitudes to learning for all PP and adjust curriculum accordingly</p>	<p>Clear curriculum teaching guidelines and monitoring of the implementation and tracking of success.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school in all subjects. All pupils will be challenged with constant verbal feedback</p> <p>All staff/subject leaders need to be aware how well their subject is being taught within school in order that standards are kept consistently high and progress is evident.</p> <p>Reading Club to enthuse children in reading and enable children to discuss stories in detail. Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned</p> <p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom. The school wishes to take snapshots of pupils' level of motivation and confidence within the school work and take proactive steps to addressing</p>	<p>Tracking and quality assurance of the curriculum objectives. School and PIXL tests will be analysed.</p> <p>Pupil premium attainment will be monitored. Book reviews and learning walks. Progression in books. Professional development sessions to improve practice.</p> <p>Book reviews will be held every 3 weeks in SMT and subject leaders will do regular book scrutinies. HLTA to release subject leaders. Time made available on Fridays to enable additional feedback to PP children</p> <p>Focus on Year 4/5 pupils particularly those of higher ability; books will be chosen by the pupils and the reading set by the leading adults</p> <p>Termly pupil voice surveys with follow-up feedback sessions for each student.</p>	<p>SMT</p> <p>Core subject leads SMT</p> <p>MT</p> <p>MT</p>	<p>AP Scrutiny review release time £1250</p> <p>Core Subject leader release during data validation process = £1200</p> <p>Reading Club Books to be purchased £300</p> <p>Release time £300</p>
<b>Total budgeted cost</b>					£3050

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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve outcomes for PP pupils to ensure no gap in progress and attainment compared to all pupils through additional support</p>	<p>JG/MT/BB//CB/LM to run free after school clubs one night/morning per week</p> <p>Yr 6 after school booster clubs for middle-lower attaining pupils in Reading, GPS and Maths</p>	<p>This is a cost-effective targeted approach that will be repeated as it proved effective in the previous academic year.</p> <p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p>	<p>Children will be selected on the basis of scores in tests and places offered. Participation will be encouraged. Scores in sessions and subsequently in class will be monitored.</p> <p>Follow up meetings will be requested with PP children who do not take advantage of these sessions by the AP</p>	JGYr5/Yr 6 staff	Jan 2020
<p>Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils</p>	<p>Employ intervention TAs &amp; HLTA to work with individual and small groups of children. TA's to be given training additional training to ensure they are equip to deliver quality intervention</p> <p>Weekly small group sessions in writing for PP pupils with experienced teacher, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>The EEF Toolkit also suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective.</p> <p>Meet with PP parents to ensure are fully engaged with the school. EEF states that home links are important, especially in terms of reading, GPS homework and pre-reading/teaching of taught text.</p>	<p>Intervention Maps which are regularly updated and adjusted as necessary.</p> <p>Monthly training and review for PP pupils. MT to meet with teachers 1x half term formally and informally. MT to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.</p> <p>Purchasing Raz-kids on line subscription to encourage reading at home</p> <p>Intervention session Fri during assembly for all PP pupils and T.</p> <p>MT will meet with PP children to ascertain individual achievements and potential barriers.</p>	Pupil Premium Coordinator	<p>Jan 2020</p> <p>TA cover = 4 x £5,000 in EYFS Yr 1-Yr 2 Yrs 3-4; Yrs 5-6 <b>TOTAL £20,000</b></p> <p>HLTA 1:1 targeted supported <b>£5,263</b></p> <p>MT cover = <b>£1,053</b></p>

		Writing progression is a key weakness within the school and therefore this will be prioritised with a focus on Year 1-3	Writing in KS2 will be led by JG supported by HLTA (2x 60 minute writing session with 6 and a rolling programme with Year 1-3  Children will be accountable and rewarded for their effort. Children will have a clear checklist of what they need to improve – IEP.		
<b>Total budgeted cost</b>					£26,316
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review/implementation?</b>
Ensure attendance rates are consistently high.	HT to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. In the	Attendance will be consistently monitored and links with parents will be made.	HT / Pupil Premium Coordinator	FEB 2020 but ongoing



		academic year 2017-18 attendance rates for PP children were high and this needs to be maintained.			
Children have access to all educational opportunities	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	Children benefit socially, emotionally and academically from extra-curricular opportunities and family circumstances should not prohibit these from happening.	Funding will be monitored. The attendance figures of our PP children is monitored for after school clubs.	HT	Spring 2020  £2000
Children to take ownership of learning through per tutoring scheme.	Implement a peer tutoring scheme	The EEF states that children who take on responsibility for their aspects of teaching and evaluating their success has a positive impact. There is evidence that low-attaining and those with SEND's make the biggest gains. Peer tutoring is beneficial to embed learning.	Professional development of staff will be carried out to ensure sessions are of the highest standard. Cross-age matches will be made and discussed with relevant teachers. Initial and end of programme assessments will be made to ascertain progress.	MT/class teachers	Jan 2020
Children to widen aspirations in regard to higher education	Participate in Children's University	In 2016, the proportion of disadvantaged pupils attending university fell for the first time in a decade from the already disproportionately low number of 22%. Equally, the proportion of PP pupils attending external extra-curricular activities was low compared to our non-disadvantaged pupils.	BB has been appointed Children's University Coordinator. Internal Club Providers will be invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation. One member of the office staff will be assigned with managing the process.	BB	Feb 2020  £500
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hours of dedicated 'ELSA' pastoral support therapy	The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.	Dedicated practioner training and transitioning from STRIVE to ELSA programme. Assistant Principal to review and report back to Principal the pastoral progress on a termly basis.	AP/Principal	Feb 2020  £1000

Run booster after school clubs for targeted children in Year 6 for Reading and Maths	JG/MT/BB//LM/CB to run after school clubs one morning night per week	After trialling last year, this approach appeared to have a direct impact on improved progress	This is a cost-effective targeted approach that will be repeated and extended this year.		Jan 2019  £0
<b>Total budgeted cost</b>					<b>£3500</b>

## 6. Review of expenditure End of academic year July 2019

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved language skills throughout all year groups. Improved VOCABULARY FOCUS in all English lessons.</p> <p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.</p> <p>Improved progress for across key stage 2 for core subjects</p>	HTLA staff to provide release cover for subject leaders. 1 session per week, per subject.	<p>High: in relation to observed lessons 90% of teaching was judged to be at least good with elements of outstanding. High: in terms of impact upon pupils eligible for PP achievement, this resulted in significant achievement and progress in reading, writing and maths</p> <p><u>Attainment EXS+</u> Reading = 74% Writing = 68% Maths = 81%</p> <p><u>Progress across year EXS +</u> Reading = 95% Writing = 100% Maths = 100%</p> <p>(See summary of results for a more detailed breakdown)</p> <p>High quality reading books were purchased to supplement our existing range in EYFS/KS1 – the impact was high for all children and Book Band tracking indicates a higher level of reading in</p>	<p>HLTA was timetabled to teach PP pupils 1-1/small group from the Spring term. Initial training was given but she will need significantly more support to be able to make an impact.</p> <p>There are elements of reading that need to be prioritised eg the technique and stamina of the PiXL tests.</p> <p>The Mrs Wordsmith resources were discontinued and a new range is being brought out in the summer of 2019 which will need to be purchased.</p> <p>The Reading Club is an initiative that will begin in the new academic year.</p> <p>All PP pupils made progress in writing but the attainment needs to be higher overall.</p> <p>The % of pupils achieving GDS in Maths needs to be improved.</p>	£1823 + £3421

		<p>EYFS/Y1 compared to the previous academic year.</p> <p>The KS2 Reading SATs demonstrate a rise in standards 2018 79%; 2018 84%)</p> <p>New resources for the Trust curriculum were also purchased for the next academic year.</p>		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils.	Employ intervention TAs to work with individual and small groups of children	<p>Medium in writing: as noted above in places this has had an impact as all pupils have made progress but this can also be attributed to quality first teaching as opposed to HLTA intervention. (see above data). Attainment needs to be improved in some areas.</p> <p>Attainment in KS1 Maths and KS2 results was improved and can be attributed to effective intervention.</p> <p>Intervention maps were successfully used throughout the whole school and PP pupils (and other needing support) were consistently reviewed.</p>	The work of HLTA was not reviewed and adjusted frequently enough and more training is needed to ensure the quality of the development of writing within the school. In addition, more action is needed to ensure pupils eligible for PP have more targeted support on language earlier in the school.	£26,391

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure attendance rates are consistently high.	Funding provided	Attendance was consistently monitored and addressed if attendance fell below 96.4 % of pupils 96.4 + = 23/38 (61%) 90% + = 12/38 (32%) Below 90% = 3/38 (7%)	Fast track letters need to be sent earlier to ensure that parents are more aware of the steps that will be taken.	£0
Children have access to all educational opportunities	Funding provided	Medium-low: In term of educational clubs the impact was high adding a broader curriculum for designated pupils.	Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	£2098
Children to take ownership of learning through per tutoring scheme.	Peer tutoring across year groups	Due to the logistics of the timetable this was not scheduled except on specific whole days eg WW! Remembrance morning.	To be reviewed in the new academic year.	
Children to widen aspirations in regard to higher education	Participate in Children's University	BB was appointed Children's University Coordinator. Internal Club Providers were invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation. One member of the office staff was assigned with managing the process (SW). Records show that the scheme has been accessed by a many of our PP pupils.	To be continued and extended in the next academic year. To promote the scheme to PP pupils so all can access successfully.	£500
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hour of dedicated 'Strive' pastoral support based on play therapy	MB has a timetable of pupils who need support and the scheme is running successfully. The behaviour log indicates that PP pupils are successfully achieving at school both academically and socially.	Extend the school's Thrive practitioner's training to a wider range of mental health training – ELSA. Principal to review pastoral progress on a termly basis.	£1000
Run booster after school clubs for targeted children in Year 6 for Reading and Maths	JG/BB/LM to run after school clubs one night per week and JG/SB/LC/CB in the mornings	High: As noted above Reading and Mathematics showed above average attainment and progress in respect to KS2 examinations.	This is a cost-effective targeted approach that will be repeated and extended next year.	£0

				Total £3,977
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